

**From:** shizukokoster@aol.com  
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**To:** HSSframework  
**Subject:** Fwd: L.A. HIGH SCHOOL TEXTBOOK CONTENT CHANGE

An award winning journalist states that those 2 sections can be **replaced with the bold/larger writing below: pp.857-866 AND pp914-920.**

コメントの提出の締め切りは2月29日(2016年)。  
提出先eメールは、[HSSframework@cde.ca.gov](mailto:HSSframework@cde.ca.gov)

Members of the public are invited to submit comments on the draft through February 29, 2016, via e-mail to [HSSframework@cde.ca.gov](mailto:HSSframework@cde.ca.gov). Comments may be submitted in any format, but if a commenter is seeking revisions to the draft it is recommended that the comment include the chapter, page, and line number(s), the text as it is currently written in the draft, and the exact language of the suggested change. Comments received after February 29, 2016 will be forwarded to the State Board of Education (SBE), but will not be considered by the History–Social Science Subject Matter Committee of the Instructional Quality Commission when it prepares its advisory report to the SBE on the second field review.  
<http://www.cde.ca.gov/ci/hs/cf/hssfw2ndreview.asp>

慰安婦についての記述は、Capter15 にあります。

もし、慰安婦についてのこの記述の削除を希望するばあいは、この下のリンク、ラインナンバー、記述内容をコピーして、この部分を全部削除、理由はこうだということでeメールを書かれると提出先が見たときにわかりやすいと思います。

<http://www.cde.ca.gov/ci/hs/cf/documents/hssfw-chapter15.doc>  
line 914—920

“Comfort Women,” a euphemism for sexual slaves, were taken by the Japanese Army in occupied territories before and during the war. “Comfort Women” can be taught as an example of institutionalized sexual slavery, and one of the largest cases of human trafficking in the twentieth century; estimates on the total number of comfort women vary, but most argue that hundreds of thousands of women were forced into these situations during Japanese occupation.

During the later stages of the war, the Japanese Army field brothels accepted supervision of Asian women who sold themselves into prostitution to Korean or Chinese agents to pay off family debts to money-lenders, a wide-spread custom in Japan, in China, and in Korea at this time. Stories that Japanese soldiers kidnapped these unfortunate women with violence were circulated long after the war [late 1980s] by Seiji Yoshida, a Japanese communist who later admitted that the stories were fraudulent. South Korean and Japanese investigations on Jeju

Island, part of Korea, produced denials by elderly Korean residents that any violent kidnappings had ever taken place. When a South Korean university professor, Yun Ha Park, wrote the actual facts \* of the case looked bad both for Japan and for South Korea, she was indicted by her own Korean government. [\* *'The Comfort Women of the Empire'*]

また、慰安婦以外にも下記のような記述があります。これに対するコメントを書きたいという方々がいると思い、一部抜粋します。

<http://www.cde.ca.gov/ci/hs/cf/documents/hssfw-chapter15.doc>

Line 857—866

By then, Japan, an imperial power that had already colonized Korea in 1910 and occupied Manchuria in 1931, invaded China. Students should learn about the Sino-Japanese War as context for making comparisons between ideologies, goals, and strategies of the Axis powers. In China, Japanese military advances led to the death of thousands of civilians, including the horrors of the “Rape of Nanjing.” Once war broke out in Europe, the Japanese took advantage of Hitler’s conquests in Western Europe to seize European colonies in Asia. However, the Japanese saw American power in the Pacific as an obstacle to their imperial plans, leading them to bomb the United States naval base at Pearl Harbor in 1941.

In the 1930s Japanese politicians formed the "anti-

Comintern Pact" to surround the Soviet Union and prevent the expansion of Communism. Germany, Italy, Hungary, Rumania and Bulgaria were all members with the tacit support of Spain, Sweden and Switzerland. Unlike thee European nations -- Germany in particular -- The Japanese, however, refused to persecute Jews and accepted about 40,000 Jewish refugees from Nazi Germany and settled them in Shanghai, China. Communist sympathizers in the U.S. Treasury Department, notably Harry Dexter White -- declared a Soviet agent by the FBI in 1950 --, instigated harsh and insulting demands on Japan designed to start a U.S.-Japanese war to destroy the anti-Comintern Pact. They were supported by Dean Acheson, who was himself an anti-Communist but a strong support of Britain. [x x x]= the end.

Line 633から732

In this unit students examine the role of the United States in World War II. Students might begin their World War II study with a short review of selected content from their 10<sup>th</sup> grade course, such as the rise of dictatorships in Germany and the Soviet Union and the military-dominated monarchy in Japan, and the events in Europe and Asia in the 1930s that led to war, including the economic and political ties that existed between the United States and the Allies prior to U.S. entry into World War II. However, students should study the war from the American perspective, which means they learn that before 1941, the war was extremely unpopular domestically. Students should consider this question to contextualize America in the lead-up to war: **Why did Americans not want to join World War II before the bombing at Pearl Harbor?** Following the will of the American public, Congress passed a series of Neutrality Acts in the 1930s aimed to prevent any sort of American aid to nations at war. Standing in direct opposition to the American people and Congress, President Roosevelt felt very early on that the country should support the Allied cause. Roosevelt believed that Hitler posed a threat to the world unlike any other and that the United States needed to hold strong against Japan's territorial aggressions in Asia. Students understand the debate between isolationists and interventionists in the United States as well as the effect on American public opinion of the Nazi-Soviet pact and then the breaking of it. However, the bombing of Pearl Harbor turned the tide of American opinion about war instantly. The day after the bombing of Pearl Harbor, Congress declared war on Japan; three days later Germany

declared war on the United States, a country Hitler called “Half-Judaized and the other half Negrified.” World War II would require a massive buildup of resources for the two fronts.

World War II was a watershed event for the nation, but especially for California.

Students can address this question to learn about cause and effect during the war: **How**

**did the American government change because of World War II?** By reading

contemporary accounts in newspapers and popular magazines, students understand

the extent to which this war taught Americans to think in global terms. By studying

wartime strategy and major military operations, students grasp the geopolitical

implications of the war and its importance for postwar international relations. Through a

guided reading of Roosevelt’s “Four Freedoms” speech, students can learn how the war

became framed as a conflict about fundamental values. They can also learn how the

Four Freedoms inspired Norman Rockwell to create illustrations that translated the war

aims into scenes of “everyday American life” and became a centerpiece of the bond

drive during the war. Students learn about the roles and sacrifices of American soldiers

during the war, including the contributions of the Tuskegee Airmen, the 442<sup>nd</sup>

Regimental Combat team, women and gay people in military service, the Navajo Code

Talkers, and the important role played by Filipino soldiers in the war effort. When

possible, this study can include oral or video histories of those who participated in the

conflict. California played a huge role in America’s successful war effort - the number of

military bases in the state increased from 16 to 41, more than those of the next 5 states

combined. By the end of the war, California would be the nation’s fastest growing state,

and the experience of war would transform the state demographically, economically, socially, and politically.

Although American casualties from the war were small in comparison to what other nations endured, over 400,000 Americans lost their lives. This question can frame students' understanding of the two fronts of the war: **How was the war mobilized and fought differently in the Atlantic versus the Pacific?** In the haze of war, many Americans leaders knew about Hitler's hatred of the Jews, but they did not prioritize bombing death camps or railroads to them, for example, because the sentiment was that all efforts should focus on the quickest end to the war. Students can explore the Holocaust from the American perspective and consider the response of Franklin D. Roosevelt's administration to Hitler's atrocities against Jews and other groups.

Given the emphasis on the war in Europe in the tenth grade course, teachers may want to focus their instruction on the war in the Pacific in the eleventh grade course. Students can analyze the strategies employed by the Japanese military in their campaign to conquer Asia and the western Pacific and the United States' response to Japanese aggression, using the question, **How did America win the war in the Pacific?** Students can analyze early American losses, such as the surrender (and eventual liberation) of the Philippines, to understand and appreciate the sacrifices of individual soldiers and civilians, the importance of visionary and courageous leadership, the brutality of the conflict, and the necessity of logistical support. Designated as a commonwealth of the United States in 1935, the Philippines was attacked by Japanese

forces within hours of Pearl Harbor. After the Japanese air force bombed airfields, bases, harbors, and shipyards, approximately 56,500 soldiers from the Japanese Army came ashore at Luzon. American forces and their Filipino allies, who comprised the majority of troops but were very poorly equipped, led by General Douglas MacArthur, the supreme commander of Allied forces in the Pacific, were unable to defend the territory and ultimately retreated to the jungles of the Bataan Peninsula. Although American and Filipino troops lacked ammunition and food, and thousands were sick from malaria and dengue fever, they managed to defend Bataan for 99 days. MacArthur fled to Australia during this period, vowing, "I shall return." On April 9, 1942 General Ned King, US commander of all ground troops in Bataan, surrendered his 76,000 sick and starving troops (American and Filipino) to the Japanese, one of the most grievous defeats in American military history. The captured soldiers were then forced to march more than 60 miles north in what became known as the Bataan Death March. Conditions during the march were brutal. POWs who couldn't keep up due to exhaustion or a lack of food or water, they were beaten, bayoneted, shot, or in some cases, beheaded by Japanese soldiers; approximately 10,000 Filipinos and 750 Americans died along the way. If the POWs survived the grueling trek, they were packed into pre-war boxcars for transport to prison camps. Thousands of soldiers died in the journey and in the camps from sickness and starvation. Over the next three years, the US employed an island-hopping strategy to push back the Japanese advance. In February 1945 American and Filipino forces finally recaptured the Bataan Peninsula; Manila was liberated the next month. By the end of the war, approximately 1,000,000

civilians had died and Manila became the second most devastated city in the world after Warsaw.

Students should also consider the President Harry S. Truman's decision to drop two atomic bombs on Japan in order to end the war. They can analyze the reasons for the dropping of the bombs, considering both his rationale and differing historical judgments. Students can simulate Truman's cabinet in small groups to evaluate the then-available evidence about the condition of Japan and the effects of nuclear weapons, make a reasoned recommendation, and compare each group's decision making.

#### ご参照

Framework: <http://www.cde.ca.gov/ci/hs/cf/hssfw2ndreview.asp>

Timeline: <http://www.cde.ca.gov/ci/hs/cf/hssdrafttimeline.asp>

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